

economic needs of our students were considered when we developed our Mission Statement to express our commitment to developing successful, creative, inquisitive, respectful and responsible students. We accomplish this through student-centered instruction, ongoing assessment, support programs, parent involvement, and community partnerships. Solana Vista was recognized as a Blue Ribbon School in 1990 and as a California Distinguished School in 1998. Our current school self-assessment shows how our educational programs and effectiveness as a primary school have evolved and improved dramatically since our last Blue Ribbon award, nearly ten years ago.

At Solana Vista, student-centered instruction is exemplified by effective teaching practices and ongoing, multiple assessment measures. All 21 classrooms participate in California's 20:1 student-teacher class size reduction program, which allows our teachers to focus closely on each student's specific behavioral, emotional and academic needs. Professional development and growth is a priority. Teachers remain abreast of the latest research by participating in conferences and workshops each year. We have created heterogeneous, balanced classes with small clusters of children receiving resource services in certain classes. Teachers use differential instruction and flexible-skills groupings to meet all students' needs. Students targeted for the gifted and talented program benefit from our Talents Unlimited curriculum, used with all students to foster critical thinking skills. Last year, our Gifted and Talented Education Program was rated exemplary. Approximately 60% of our school staff are bilingual and provide students alternative instructional delivery systems, such as Specially Designed Academic Instruction in English (SDAIE) and sheltered English instruction.

Our comprehensive curriculum and assessment are aligned with rigorous District and State Content Standards. Curriculum is integrated, using hands-on, investigative learning activities to increase student motivation and engage students in the exploration of new concepts. Technology such as CD-ROMs and laser disks support our curriculum. We employ a four-year cycle for curriculum renewal, spearheaded by our School Site Council. Committees within the District are involved when the District adopts new, state-approved materials. Selected teachers pilot new programs, read current educational research, and review feedback provided by teachers, administrators and parents to assist them in the decision-making process.

Students' academic needs are assessed regularly to ensure the teaching practices used in the classroom are effective. Assessment is achieved through a balance of authentic and standardized data that includes district math and language arts tests, student work samples, anecdotal notes, standardized test results, and running records. Our Student Success Team identifies and assists students who are not successful within the regular classroom structure. In addition, the bilingual resource teacher tracks oral language development among English Learners and conducts Student Appraisal Team (SAT) meetings involving the principal, resource and classroom teachers, parents, and support service personnel to discuss students' progress.

Support programs are in place to provide for children's physical, emotional and academic needs. We have a counseling program maintained by our bilingual school psychologist and guidance counselor. The psychologist

works with interns from a local college to create individual behavior modification plans, while the guidance counselor works with small clusters of students on social skills and conflict resolution. Our behavior program called PALS—Positive Attitude toward Learning and School—gives students a consistent school-wide behavior plan that focuses on rewards and recognition while deemphasizing negative consequences. Reading intervention programs include our new Miller Unruh Reading Specialist who works with small groups of children with reading difficulties, and the Rolling Readers Program that utilizes community volunteers to tutor children one-on-one. Our Study Buddy Program pairs students with high school buddies to assist them with schoolwork, and provide friendship, and positive role models.

Our parents demonstrate a commitment to meeting the needs of our school through donations and active participation. Over 10,300 volunteer hours were logged at our school last year, including volunteers assisting with programs such as the Rolling Readers, Books & Beyond, and Super Star Math. Parents also serve as decisionmakers with representatives sitting on the Solana Beach Board of Education, School Site Council, District Advisory Forum, and the Foundation for Learning.

We offer parents support to meet their children's needs. On-site before- and after-school childcare is available. Scholarships are available for all after-school enrichment activities. Newsletters and Web sites involve parents with classroom learning and homework assignments. We give extended opportunities for learning such as the Books & Beyond, and Math, Science and Beyond programs. The bilingual resource teacher, community liaison, and school nurse make home visits as needed for our Spanish-speaking families. Parent education sessions are held for Spanish-speaking parents on such topics as "Reading with Your Child" and "Child Nutrition."

Our community partnerships include businesses, community volunteers, and surrounding educational institutions. We collaborate to create a facility that will meet the community's needs. For six years, Mission Federal Credit Union has provided funds for earthquake preparedness, our garden project, and our weather station. Their employees dedicate many volunteer hours as reading tutors. Local restaurants and stores provide student awards for the Books & Beyond recreational reading program. The Solana Beach Foundation for Learning, a group of parent and community volunteers, are committed to raising funds for enrichment programs. Their Annual Pledge Drive raises thousands of dollars each year. We work closely with local high schools, colleges and universities to strengthen our students' educational experience, and to provide our teachers with support and continuing professional development.

The Solana Vista School facility was built in 1971 and has grown from the eleven original classrooms to the current 21, reflecting the growth in the community. We have a technology center, science laboratory and on-site childcare center. Traditions such as our third grade play, art fair, monthly school sings and community/town meetings are held in the popular Kiva meeting center that adjoins the media center/library. The community uses our extensive grass fields seven days a week for recreation. We have collaborative agreements with the Solana Beach Little League, Solana Beach Soccer Association, and the City of Solana Beach.

The minimal rate of vandalism and maximum community use speaks highly of the respect our community has for the facility and programs offered at Solana Vista.

The journey to academic excellence begins at Solana Vista for our K-3 students. Their educational progression continues at the Blue Ribbon Schools of Skyline Elementary for grades 4-6, Earl Warren Junior High School and Torrey Pines High School (honored in 1988, 1992, and 1987, 93, and 98 respectively). Solana Vista and its counterparts consistently demonstrate quality service to children and their families that results in superior education, recognition of individual efforts and a 97% college attendance rate for current high school graduates.

IN MEMORY OF THE HONORABLE JOSE T. QUINATA

HON. ROBERT A. UNDERWOOD

OF GUAM

IN THE HOUSE OF REPRESENTATIVES

Wednesday, May 19, 1999

Mr. UNDERWOOD. Mr. Speaker, it is with a great sense of sadness that I acknowledge the passing of one of Guam's great municipal leaders. The Honorable Jose T. Quinata, former mayor of the historical southern village of Humatac, passed away on April 29, 1999, at the age of seventy one.

Born on February 16, 1928, to Antonio and Anastacia Quinata, J.T. or Tun Jose, as he was popularly known, was committed to serve and protect the village of Humatac and the island of Guam. Barely in his teens during the Japanese occupation of Guam, Tun Jose enlisted in the Guam Militia and later in the Guam Combat Patrol. Having been part of the defense of the island against Japanese occupiers in 1941, he assisted the United States Marine Corps in seeking out Japanese soldiers immediately after the liberation of Guam in 1944.

In 1949, Tun Jose gained employment in the Naval Government's Police Department as a guard. This began a law enforcement career that spanned twenty-six years. As a police officer, he earned the respect of colleagues and community members for his strength, fortitude, and compassion. Upon his retirement from the police force, his love for the land and southern traditions carried over through his success as a farmer. All this time, Tun Jose was deeply dedicated to the Catholic faith having served as a parish council member for many years. He also contributed his time and efforts to worthwhile civic, community and religious organizations such as the Boy Scouts of America, the Humatac Parksh Council, the Parents-Teachers Association and the Holy Name Society.

To be of further service to the village he so loved, Tun Jose ran, was elected and served as mayor of Humatac from 1992 to 1996. He worked tirelessly towards projects and activities that improved upon the quality of lives for the people of Humatac. During his tenure, Tun Jose used the annual festival commemorating Ferdinand Magellan's landing on Guam in 1521 to foster goodwill between his village and the various U.S. military commands under the Sister Village/Command Program. As mayor, he was often sought after to give guidance and leadership to villagers. Known for

his amicability, he commanded great respect—often being called upon to work as the intermediary between political parties.

Tun Jose was a close personal friend of mine. He and his lovely wife Tan Ana were always there to be of service to the people of Humatak and to demonstrate that village's hospitality. I will miss him. The people of Humatak will miss him. Adios Tun Jose.

HONORING JAMES J. DRADDY

HON. ELIOT L. ENGEL

OF NEW YORK

IN THE HOUSE OF REPRESENTATIVES

Wednesday, May 19, 1999

Mr. ENGEL. Mr. Speaker, there are people who accomplish so much that even when viewed over the course of a lifetime, it seems larger than life.

Jim Draddy is such a person. He left Manhattan College in 1942 and joined the war effort, serving in the Army Signal Corps doing cryptanalysis on German and Japanese codes.

He left the service in 1946 and went into the music business at Columbia Records. There, in 1954, he rose to become National Director of Promotion. Between 1956 and 1975 he served as Sales Manager for Philco, Magnavox, Motorola and Packard Bell and for the next six years he was Vice President of Liberty Music.

He then moved from bringing music to people's ears to using his golden tongue as Director of Public Relations for the New York Medical School from 1981 to 1984 and then brought his talent to Our Lady of Mercy Medical Center as Director of Public Affairs from 1984 to 1996. He then served for two more years as Consultant for Public Affairs.

But Jim did not limit himself to mere work. He was Chairman of the Board of Directors of Daytop Village, a member of the Bronx Chamber of Commerce, a member of Community Board #12, a Board Member of the Dominican Sisters in Ossining, and, of course, a member of the Friendly Sons of St. Patrick of Westchester.

He and his wife Patricia have seven children and nine grandchildren. Jim has been a great and dear friend of mine for many years. A retirement party is usually joyous, but for me, and all Jim's colleagues, our joy in knowing him is tempered by his leaving. We can only wish him well.

CONFERENCE REPORT ON H.R. 1141,
1999 EMERGENCY SUPPLEMENTAL APPROPRIATIONS ACT

SPEECH OF

HON. DIANA DeGETTE

OF COLORADO

IN THE HOUSE OF REPRESENTATIVES

Wednesday, May 19, 1999

Ms. DeGETTE. Mr. Speaker, I rise today to express my support for the true emergency spending contained in this conference agreement: Adequate funding for the North Atlantic Treaty Organization's (NATO) military actions

in Kosovo; support for operating loans for America's farms and farm workers, who are trying to provide food for our tables without going bankrupt; relief for our Central American neighbors who were devastated by Hurricanes Mitch and Georges; and relief for our Oklahoma and Kansas residents who were the victims of terrible tornadoes. These are emergencies that I believe Congress should be acting on in an expeditious manner.

But Mr. Speaker, I cannot support the \$15 billion funding package proposed in this Conference Agreement for H.R. 1141, because of the non-emergency items that are attached to it. There were plenty of non-emergency items attached by the House; and there were plenty of non-emergency items attached by the other body; but finally, there were even more non-emergency items attached by the conferees we sent to the conference table.

For example, the President asked for \$6 billion in emergency funding for Kosovo-related military and humanitarian needs; the House doubled that amount to \$12 billion; and our conferees somehow wrestled that up to \$15 billion. It's almost as if we think the longer we wait the more "late penalties" we have to pay. Given even more delay, I'm afraid this Conference Agreement would become the supplemental that ate the surplus.

Were our colleagues saving their so-called emergencies for a rainy day? On this rainy day, Mr. Speaker, it's raining money, which this provision is siphoning out of the Social Security trust fund. And I cannot support that misuse of power and abuse of the public's trust.

EQUAL ACCESS TO REPRODUCTIVE
HEALTH CARE

HON. LORETTA SANCHEZ

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

Wednesday, May 19, 1999

Ms. SANCHEZ. Mr. Speaker, I rise today to report to my colleagues the actions of the House Armed Services Committee. I want to commend the committee for the important step it has made toward providing equal access to reproductive health care for U.S. service-women and dependents.

During the committee's debate of the FY 2000 Department of Defense Authorization bill, I was proud to continue the work of my friend and our former colleague Congresswoman Jane Harman. I know my fellow Members join me in recognition of her efforts in this area.

The bill endorsed today by the committee safeguards abortion services for those whose pregnancies are due to rape and incest. This is good news for American soldiers and dependents, and it's good news for our armed forces.

I am disappointed that the committee chose to reverse the Personnel Subcommittee's bipartisan endorsement of my amendment to reverse the ban on privately funded abortions at U.S. military facilities overseas. Nevertheless, our fighting men and women—and their families—will benefit from the committee's decision today.

I look forward to working with my colleagues on the house floor to ensure that we make life

safer and healthier for our military women and dependents, because that makes for a better prepared, more able fighting force. This is indeed a major victory for our servicewomen and military families.

HONORING GORDON SOUTH

HON. MARK UDALL

OF COLORADO

IN THE HOUSE OF REPRESENTATIVES

Wednesday, May 19, 1999

Mr. UDALL of Colorado. Mr. Speaker, I rise today to honor a gifted and compassionate constituent of mine, Gordon South. Gordon has made a difference by volunteering his time and efforts to help protect and support the environment.

Throughout his life, Gordon has demonstrated his unswerving dedication to the earth and its inhabitants. Since the time he was eight years old, Gordon has committed his summers to helping Dr. Laura de Ghetaldi with her orphaned fawn and injured deer rehabilitation program south of Boulder. This has not always been an easy task. He has bottle fed injured deer, tracked down poachers who have shot re-released deer, and he has grieved when some of the deer died after valiant attempts to save their lives. Such was the case this year when a black bear mauled and killed all of the fawns and adult deer in the rehabilitation program.

In addition to his rehabilitation work, Gordon has participated in the Boulder County Junior Ranger Program committing long hours to repairing and building trailheads. He also volunteers in the surgical unit and the Foster Program at the Humane Society of Boulder County.

On top of his volunteerism, Gordon is a solid student at Fairview High School where he competes on the track and cross-country teams. After graduation this year, he plans to attend Colorado State University and one day become a veterinarian.

Mr. Speaker, as our nation is engaged in a dialogue about our youth and the causes of youth violence, we must not forget about those youngsters who are making worthy contributions to our communities. I take great pride in honoring Gordon South and his achievements, his passion for the earth its wildlife, and his future endeavors. His is a lesson we all can learn from.

TRIBUTE TO ROBERT MITCHELL
LOWE

HON. MARION BERRY

OF ARKANSAS

IN THE HOUSE OF REPRESENTATIVES

Wednesday, May 19, 1999

Mr. BERRY. Mr. Speaker, I rise today to pay tribute to a dear friend, business associate, mentor, and father-in-law, Mr. Robert Mitchell Lowe.

Mr. Bob, as he was known in his home town of Gillett, AR, was born, raised, and lived the life of a gentleman by any and all definitions. He was a superb father and incomparable